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ABSTRACT

Providing a focus for assessment and serving as a scaffold for documenting and reporting students' progress in reading, this framework is designed to assist teachers in planning and implementing Washington state's Essential Academic Learning Requirements in Reading. Organized by grade level (5-7), each level presents information in four sections: (1) the Overview summarizes some of the key learning common to students making normal progress for that grade; (2) the Quick Check provides a summary of skills and strategies that should be established and used before a student can be considered ready to work at the next grade; (3) the Suggested Genres and Text Features chart lists types of fiction and nonfiction texts and the text features familiar to most students at each grade level; and (4) the Suggested Characteristics chart offers skills and strategies or characteristics to be worked toward by the end of each grade. Although the framework is organized by grade level, it is acknowledged that children progress at different rates and that any one child will show more or less progress at certain times. (Contains a list of the Essential Academic Learning Requirements and a glossary of 23 terms.) (SC)

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ED 460 348

A Framework for Achieving the Essential Academic Learning Requirements in

Reading 5-7

Revised November 2, 1998

Fifth Grade

Sixth Grade

Seventh Grade

Essential Academic Learning Requirements

Glossary

CS 013 580

U.S. DEPARTMENT OF EDUCATION
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FIFTH GRADE

Overview: The focus of the fifth grade is on broadening and deepening the student's perspective of the functional and literary aspects of reading to satisfy both interests and needs in and beyond the school setting. Confidence and competence in a range of technological resources as well as conventional print matter needs to be raised to a level of automaticity, while still encouraging the students to be able to discuss the strategies used and identify areas for improvement.

A Quick Check:

Does each student

*** Show confidence in transferring information and strategies learned in one material to another, and from one type of resource to another?**

*** Use a range of resources to gather, evaluate, and synthesize information?**

*** Demonstrate flexibility in use and application of strategies?**

*** Read and use reading beyond the classroom setting?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Fifth Grade

FICTION (Literary)	NONFICTION (Information, task, career)	TEXT FEATURES
Narrative--realistic, fantasy, traditional	Nonfiction texts should include science,	Labels
folktales, legends, fables, myths, tall tales	social studies, math, the arts, health, fitness, and technology.	Captions
Songs		Story maps
Letters (personal and functional)	Procedural and technical texts	Charts
Diaries	Exposition	Table of Contents
Poetry--rhymed, unrhymed, **haiku,**	Report	Glossary
cinquain, ballads	Dictionaries	Diagrams
Plays	Informational posters	Maps and map keys/scales
Proverbs, Sayings	Encyclopedias	Chapter headings
Essays	Almanacs	Acknowledgments
Magazines	Thesaurus	Blurbs
Comics, Cartoons	Brochures	Index
Historical and contemporary fiction	Diaries/ Journals	Introductions
(Novels, Short stories)	Biographies,	Timetables
Science fiction	Autobiographies	Parentheses
Idioms	Speeches	References
	Interviews	Footnotes
	Advertisements	Checklists
	Essay	Subheadings
	Atlases	Tables
	Newspapers	Asterisk
	Newspaper reports	Graphs
	Magazines	Paragraphs
	Magazine articles	Dialog
	Memos	Quotation marks
	Directories, Phone books	Directions
	Business letters	Codes
	Schedules	Abbreviations
	Manuals	Dash
	Promotional material	Appendices
	Editorials	Computer menus, searches, icons
		Bibliographies
		Chapter summaries
		Foreword

Bold print denotes elements new to grade level

Suggested Characteristics to Be Worked Toward by the End of Fifth Grade

	CHARACTERISTICS	LINK TO EARLS*	Tool for Assessing and Recording **							
			1	2	3	4	5	6	7	8
1	Describes strategies used to identify and/or gain meaning from specialized vocabulary, idioms, words used in unusual contexts, or unfamiliar words	1.1, 1.2, 3.1					X		X	X
2	Understands distinctions within word classes, for example, nouns, proper nouns, pronouns, collective nouns	1.1, 1.2	X				X	X	X	
3	Understands how the conventions of different writing forms influence access to meaning and information	1.3, 1.4, 1.5, 3.1	X					X	X	
4	Uses correct terminology when describing book or text features	1.4, 1.5			X				X	X
5	Shows awareness that layout, graphics, title, book shape and size capture interest and affect the purpose, style, and pace of reading	1.4, 1.5, 3.1			X		X	X		X
6	Shows awareness of techniques authors use to create, link, and contrast characters, events, ideas, and information	1.4, 1.5, 2.1, 2.2, 2.3			X			X		
7	Uses more than one type of technology, and a range of references within each, to consider other levels of meaning, to explore unanswered questions, or to determine authenticity	1.5, 2.3, 3.1				X	X			X
8	Demonstrates understanding that culture and values affect the connotation of words through seeking the opinion of others, offering more than one option, or using a range of reference material	2.2, 3.3			X	X		X		X
9	Selects, interprets, synthesizes, summarizes, and presents information from more than one text type and source and more than one type of technology and describes the method and sequence used	2.2, 3.1, 3.2, 3.4, 4.1				X	X	X		
10	Evaluates, contrasts, and discusses the reliability and validity of information gained through text and illustration	1.5, 2.3						X		X
11	Evaluates effectiveness of the author's use of similes, metaphors, analogies, alliteration, and other literary devices in relation to the text type and purpose	1.4, 2.3, 3.3			X			X		X
12	Considers the audience and the author's possible intended message and emphases when reading orally	1.3, 2.3	X	X		X				

	CHARACTERISTICS	LINK TO EARLS*	Tool for Assessing and Recording **							
			1	2	3	4	5	6	7	8
13	Selects and reads a range of texts independently for enjoyment and information, shares opinions, and recommends books to others	4.1, 4.3			X	X				
14	Generates questions for rereading, wider reading, or discussion	4.1, 4.2, 4.3			X	X				
15	Sets goals and initiates reading activities or responses to reading with others	4.1, 4.3			X	X				
16	Compares the effectiveness of the same text, topic, or theme presented in more than one media	2.3, 3.1, 3.3			X	X				X
17	Distinguishes inferences and opinions when summarizing text for a specific purpose	2.1, 2.3, 3.1, 3.3			X			X	X	
18	Switches from one text or part of a text to another while retaining the meaning of both	1.3, 2.1, 2.2	X		X					X
19	Considers reading to be a problem-solving activity and can talk about expectations, challenges, and purpose and then discuss and evaluate the process	4.1		X						X
20	Attends to details of instructions and returns to these during a task	3.2, 3.4		X				X		X
21	Summarizes information from tables, graphs, and maps and can describe findings in another format	1.5, 2.1, 2.2						X	X	X
22	Seeks material beyond the classroom and school library to pursue an interest or complete a task	3.1, 3.2, 3.3, 3.4, 4.3			X					

***EALRS = Essential Academic Learning Requirements**

****Key for Tools for Assessing and Recording:**

1-Detailed recording of all attempts a student makes when reading, such as through a miscue analysis or transcribing a taped reading

2-Teacher's anecdotal journal

3-Student's reading journal

4-Continuous and frequent observation of specific activities or the use of specific characteristics

5-Performance-based assessment

6-Student's writing, in both directed and undirected situations

7-Conference or interview

8-Assessment of use in other curriculum areas

SIXTH GRADE

Overview: Students at this level are aware of the interdependence between the craft of writing and of reading in both structure and style. They know how these elements affect oral reading as well as the meaning gained, and are able to adjust their reading pace and strategies accordingly. They take a more analytical approach when reviewing the interplay between presentation and content of information and ideas, and are more forthright in justifying their reasoning and opinions. By this stage, most readers pursue their interests with tenacity and enthusiasm.

A Quick Check:

Does each student

*** Give logical reasoning for opinions gained and strategies used when reading to pursue an interest or task?**

*** Explore a topic in depth until expectations are met or satisfactory conclusions reached?**

*** Identify purpose and effectiveness of author's choice of literary elements and functional features in text?**

*** Continue to explore interests through both conventional and technological text?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Sixth Grade

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FICTION (Literary)	NONFICTION (Informational, task, career)	TEXT FEATURES
Narrative--realistic, fantasy, traditional	Nonfiction texts should include	Labels
folktales, legends, fables, myths, tall tales	science,social studies, math, the arts, health, fitness, and technology	Captions Story maps Charts Table of Contents Glossary Diagrams
Songs		Maps and map
Letters (personal and functional)	Procedural and technical texts	keys/scales
Diaries	Exposition	
Poetry--rhymed, unrhymed, haiku,	Report	Chapter headings
cinquain, ballads, **contemporary, historical**	Dictionaries Informational posters Encyclopedias Almanacs Thesaurus	Acknowledgments Blurbs Index Introductions Timetables
	Brochures	Parentheses
Plays	Diaries/Journals	References
Proverbs, Sayings, Idioms	Biographies, Autobiographies	Footnotes Checklists
Essays	Speeches	Subheadings
Magazines	Interviews	Tables
Comics, Cartoons	Advertisements	Asterisk
Historical and contemporary fiction	Essays Atlases Newspapers	Graphs Paragraphs Dialog
(Novels Short stories)	Newspaper reports Magazines	Quotation marks Directions
	Magazine articles	Codes
Science fiction	Memos	Abbreviations
Memoirs	Directories, Phone books	Dash
Classics	Business letters	Appendices
	Schedules Manuals	Computer menus,
	Promotional material	searches, icons
	Editorials	
	Policies	Foreword
	Public documents--contracts, warranties, and guarantees	Bibliographies Chapter summaries **Margin entries** **Symbols**
	Consumer reports	
	Trade publications	
	Research papers	

Bold print denotes elements new to grade level.

Suggested Characteristics to Be Worked Toward by the End of Sixth Grade

	CHARACTERISTICS	LINKTO EARLs**	Tools for Assessing fand Recording**							
			1	2	3	4	5	6	7	8
1	Range of specialized, descriptive, and appropriate vocabulary in writing and speaking reflects wider and more complex reading	1.2			X	X		X		
2	Intonation and pace of oral reading indicate understanding of form and language and common elements in each	1.1, 1.3	X	X		X				
3	Pace, intonation, and response both during and after reading show greater understanding of purpose, form, style, and complexity of ideas, information, and issues	1.3, 1.4, 2.3	X	X	X				X	
4	Intonation, phrasing, and pace of oral reading indicate awareness of function of a range of punctuation	1.1, 1.3	X					X	X	
5	Describes basic sentence structure using appropriate terminology	1.1					X	X	X	
6	Identifies main sentence types of statement, command, question, exclamation	1.1, 2.2					X	X	X	
7	Understands main clause functions and structure	1.1					X	X	X	
8	Identifies techniques for making comparisons, including simile, metaphor, personification, analogy, conjunctions	1.4, 2.2			X		X	X	X	
9	Identifies ambiguity in text or mismatch between parts of text or between text and illustration	1.4, 1.5, 2.2			X		X			
10	Identifies ways authors use imagery, exaggeration, and irony and how these techniques influence meaning for each reader	1.4, 2.2			X		X	X		
11	Selects, analyzes, and synthesizes ideas and information from visual and electronic material and from text, providing accurate references	1.5, 2.1, 2.2, 3.1					X	X		X
12	Uses a range of resources to research the background of a range of fiction and nonfiction texts	1.5, 2.2, 3.1, 3.3		X			X	X		X
13	Selection of material reflects understanding of personal, task-orientated, and public	2.1, 2.3, 3.2, 3.4			X	X				X

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	functions of reading								
14	Discusses how rereading influences initial meaning or ideas about text quality and style	2.2, 2.3, 4.1		X	X			X	
15	Considers issues and values presented in text alongside own experiences and current thinking and discusses these with others	2.3		X	X	X		X	
16	Considers issues and ideas from perspectives beyond just those of classmates or current perspectives	2.3		X	X	X		X	X
17	Research shows specificity in material considered and in that selected and referenced	3.1, 3.2, 3.4			X		X		X
18	Takes initiative for seeking material from community resources	3.1, 3.2, 3.4		X	X	X			X
19	Has established reading interests but willingly reads beyond these for ideas and information and to complete a task	3.1, 3.2, 3.3, 3.4, 4.3			X	X			X
20	Reviews and recommendations of books include negative as well as positive and links with or preferences for other books or authors	4.3			X	X			
21	Seeks specific feedback from others when presenting responses to books	2.3, 4.2, 4.3			X	X		X	
22	Takes responsibility for sustaining interest in reading and for selecting appropriate material for reading for pleasure and for pursuing a task	4.1, 4.3			X	X		X	
23	Organizes daily schedule to include time for exploring and enjoying reading	4.1, 4.3		X	X	X		X	

***EALRs = Essential Academic Learning Requirements**

****Key for Tools for Assessing and Recording:**

1-Detailed recording of all attempts a student makes when reading, such as through a miscue analysis or transcribing a taped reading

2-Teacher's anecdotal journal

3-Student's reading journal

4-Continuous and frequent observation of specific activities or the use of specific characteristics

5-Performance-based assessment

6-Student's writing, in both directed and undirected situations

7-Conference or interview

8-Assessment of use in other curriculum areas

Seventh Grade

Overview: Readers become more tenacious in following through a topic to complete a task or pursue an interest. The interest may be in a writing form or a content issue rather than author or topic. Opinions are discussed and explained in more detail, with the reader often citing a range of resources to justify a stance. Oral and written responses and assignments indicate an understanding of issues and a reflection on the significance of these in past and present situations. Readers are aware of their responsibility in extending vocabulary and of incorporating this in their oral and written work.

A Quick Check:

Does each student

*** Show perseverance in pursuing their reading interests and assignments?**

*** Consider issues presented or inferred in what is read from several perspectives?**

*** Synthesize information and ideas from a range of resources before forming an opinion or presenting a statement?**

*** Extend the application of what is or has been learned in the reading period for both assigned and self-generated tasks?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Seventh Grade

FICTION (Literary)	NONFICTION (Informational, task, career)	TEXT FEATURES
Narrative--realistic, fantasy, traditional	Nonfiction texts should include	Labels
folktales, legends, fables, myths, tall tales	science,social studies, math, the arts, health, fitness, and technology.	Captions Story maps Charts Table of Contents Glossary Diagrams
Songs Letters (personal and functional)	Procedural and technical texts	Maps and map
Diaries	Exposition	keys/scales
Poetry--rhymed, unrhymed, haiku,	Report Dictionaries Informational posters	Chapter headings Acknowledgments
cinquain, ballads, contemporary, historical	Encyclopedias Almanacs Thesaurus	Blurbs Index Introductions
Plays	Brochures Diaries/Journals	Timetables Parentheses
Proverbs, Sayings, Idioms	Biographies, Autobiographies	References Footnotes
Essays	Speeches	Checklists
Magazines	Interviews	Subheadings
Comics, Cartoons	Advertisements	Tables
Historical and contemporary fiction	Essays Atlases	Asterisk Graphs
(Novels Short stories)	Newspapers Newspaper reports Magazines	Paragraphs Dialog Quotation marks
Science fiction	Magazine articles Memos	Directions Codes
Memoirs	Directories, Phone books	Abbreviations
Classics	Business letters	Dash
	Schedules	Appendices
	Manuals	Computer menus,
	Promotional material	
	Editorials	searches, icons
	Policies	
	Public documents--contracts,	Foreword
warranties, and guarantees		Bibliographies Chapter summaries Margin entries Symbols
	Consumer reports	
	Trade publications	
	Research papers	

Suggested Characteristics to Be Worked Toward by the End of Seventh Grade

	CHARACTERISTICS	LINK TO EALRS*	Tools for Assessing and Recording **							
			1	2	3	4	5	6	7	8
1	Increases vocabulary in technical, content, and literary reading and uses it appropriately in speech and writing	1.1, 1.2	X			X			X	X
2	Explores some new vocabulary in depth, identifying or checking meaning, root word, affixes, synonyms, antonyms, and origins	1.1, 1.2	X	X	X		X			
3	Oral reading reflects understanding of the purpose of the reading and awareness of the audience's interest, experience, and purpose	1.3	X	X			X	X		
4	Analyzes the effectiveness of literary devices and makes comparisons with similar techniques in other texts, e.g. irony, sarcasm, figurative language	1.4, 2.3			X	X	X	X		
5	Identifies symbolic content and analyzes its effectiveness on the reading and meaning gained	1.4			X	X	X	X		
6	Uses an appropriate range of textual and graphical features in both paper and electronic sources interdependently	1.5		X					X	X
7	Analyzes the interdependence and interaction of characters, setting, and plot	2.1, 2.2, 2.3			X		X	X		
8	Uses book and text features flexibly and interdependently to follow through a topic or to justify an opinion	1.4, 1.5, 3.2		X		X			X	X
9	Explains how a character's actions and traits shape or support the plot	2.1, 2.2, 2.3			X		X	X		
10	Identifies elements the author has omitted and those that require inferential skills for full understanding	2.2, 2.3			X		X	X		
11	Synthesizes ideas and/or information from more than one text form, type, and style to make generalizations or draw conclusions about a topic or issue	2.2, 3.2		X			X		X	X
12	Perseveres until sufficient information is located to complete a task, form an opinion, or satisfy an interest	1.4, 1.5, 3.1, 3.2		X					X	X
13	Identifies bias in contemporary informational and fictional writing	3.3		X		X			X	X
14	Analyzes issues from reading and relates these to own experiences and to current or past local, national, and international issues	3.3		X		X				X

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15	Oral and written responses include conjectures about the relevance of what is read to possible future experiences	3.4					X		X	X
16	Takes responsibility for making time and effort to locate and use a range of resources to pursue an interest or task	1.5, 3.1, 3.2, 4.3		X	X			X	X	X
17	Discusses reading interests and items read in detail, distinguishing between the reader's and the writer's opinions and actuality of writing style	4.3					X	X		

	CHARACTERISTICS	LINK TO EALRS*	Tools for Assessing and Recording **							
			1	2	3	4	5	6	7	8
18	Responses include evidence of understanding of issues and underlying theme as well as consideration of the way readers from other cultures may respond differently	4.3		X	X				X	
19	Understands the unique contribution reading adds to the process of thinking and self-development	2.3, 3.1, 3.3, 4.1, 4.2			X	X		X	X	X
20	Evaluates strategies used when reading to perform a task or seek new information	3.1, 4.1			X			X	X	X
21	Actively seeks opinions and reactions from peers and teaches about specific aspects of evaluating progress and interests in reading	4.1, 4.2		X	X			X		X

***EALRs = Essential Academic Learning Requirements**

****Key for Tools for Assessing and Recording:**

1 - Running records and miscue analysis or detailed recording of all attempts a student makes while reading a text

2 - Teacher's anecdotal journal

3 - Student's reading journal

4 - Continuous and frequent observation of specific activities or the use of specific characteristics

5 - Performance based assessment

6 - Student's writing, in both directed and undirected situations

GLOSSARY

alliteration--a sequence of words starting with the same sound

basic vocabulary--a bank of frequently used functional and personal words; the functional words often have no meaning in themselves

blurbs--information, usually found on the back cover, to create further interest in reading a book (e g , reviews or information on the author or illustrator)

classics--works that have proved relevant and interesting across cultures, generations, and eras

codes--systems of symbols, letters, or words used to transmit messages

directionality--the sequence of reading a book, text, or illustration appropriate for the type of recording and the purpose of the reading

exposition-- (expository text) text that explains how or why things happen

genre--the types of forms and features of written text linked to a specific purpose

miscue analysis--a detailed recording of errors or inaccurate attempts during reading

narrative--text that describes action or events; usually includes a problem and resolution; usually, but not always, fiction

performance-based assessment--assessment tasks that require students to construct a response (for example, an extended response), create a product, or perform a demonstration

procedural text--sequential list that uses precise and often technical and specialized vocabulary to provide a set of directions

reads on--skipping an unknown word or phrase and reading on to the end of the sentence or until meaning has been regained

recount--text that presents a detailed sequential account of events

report--text that presents a summary, usually of an event, and usually written in the past tense

rerun--when an unfamiliar word or phrase causes a reader to return to the beginning of a sentence to find more clues to amend or confirm their predictions

retell--an account of a story read or heard

running record--the term for the detailed recording of controlled observation of a student's reading behavior

sight vocabulary--words which the reader quickly recognizes without having to attend to text details

semantic--concerned with the meaning of words or combinations of words

story map--a planning schema (sometimes notes, jottings, illustrations, or graphics) outlining the key features and shape of a text

syntactic--concerned with the grammatical arrangements of words

word classes--groups of words with similar functions, origins, or properties

Essential Academic Learning Requirements

Read with Comprehension

- Uses skills and strategies
- Comprehends
- Learns new information, performs tasks, experiencesliterature, and reads for career applications
- Sets goals and evaluates progress

The Essential Academic Learning Requirements in Reading

1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:
1.1 use word recognition and word meaning skills to read and comprehend text (such as phonics, context clues, picture clues, and word origins; roots, prefixes, and suffixes of words)
1.2 build vocabulary through reading
1.3 read fluently, adjusting reading for purpose and material
1.4 understand elements of literature--fiction (such as story elements, use of humor, exaggeration, and figures of speech)
1.5 use features of nonfiction text and computer software (such as titles, headings, pictures, maps, and charts to find and understand specific information)

2. The student understands the meaning of what is read.

To meet this standard, the student will:
2.1 comprehend important ideas and details
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
2.3 think critically and analyze authors' use of language, style, purpose, and perspective

3. The student reads different materials for a variety of purposes.

To meet this standard, the student will:
3.1 read to learn new information (such as reading science and mathematics texts, technical documents, and for personal interest)
3.2 read to perform a task (such as using schedules, following directions, filling out job applications, and solving problems)

3.3 read for literary experience (in a variety of forms such as novels, short stories, poems, plays, and essays to understand self and others)
3.4 read for career applications

4. The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:
4.1 assess strengths and need for improvement
4.2 seek and offer feedback to improve reading
4.3 develop interests and share reading experiences